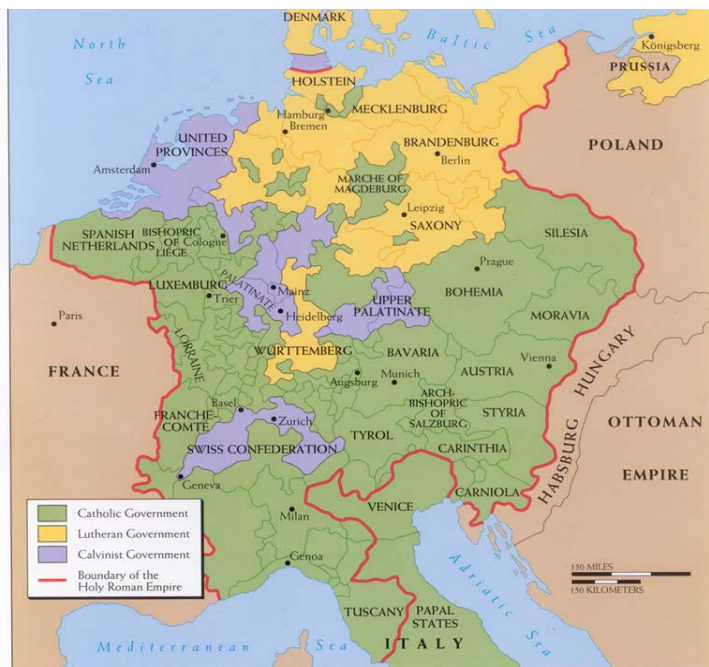


AP European History

Entrance task: Think: Defend or refute:
The Thirty Years' War changed the
course of history for the German states
Today: the 30 Years' War
Homework: Ch. 15-2 French part only

The Holy Roman
Empire, pre-1618

What's the problem?



Ch. 15 Smartboard lessons.notebook

Causes:

- * France's Richelieu wanted to make France more powerful than the Hapsburgs
- * Unresolved conflicts between Catholics and Protestants
- * Desire for independence for the German princes in the HRE
- * Economic competition between Denmark, Sweden, the Netherlands and the Hapsburgs



- 4 phases of the war**
1. Bohemian Phase 1618-1645
 2. Danish Phase 1625-1629
 3. Swedish Phase 1626-1635
 4. French (International) Phase 1635-1648



The Defenestration of Prague

Involvement in Thirty Years' War

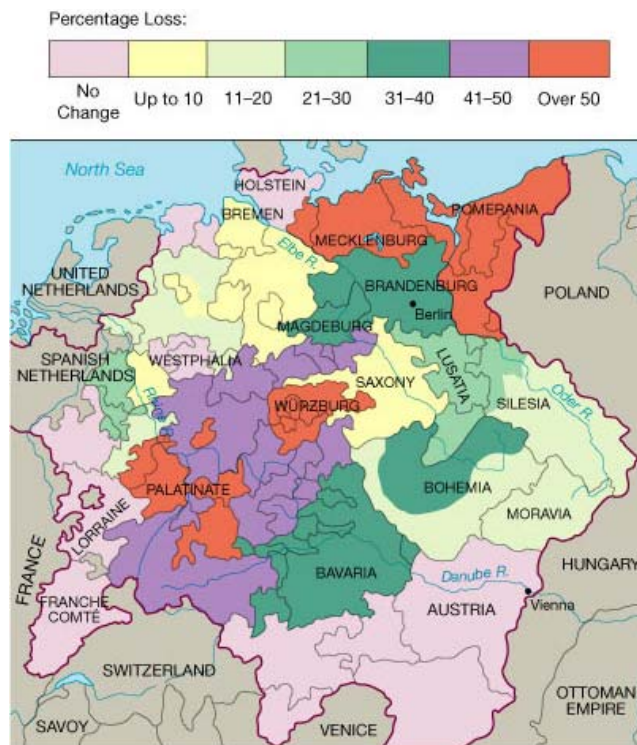


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Based on this map, what area would suffer the most in this war? How?



What long-term impact might these losses have had on the German states?



Population Loss in Germany During the Thirty Years' War

Treaty (Peace) of Westphalia (1648)

What provisions of this agreement should have been included in the 1555 Peace of Augsburg and could possibly have prevented this war?

Treaty (Peace) of Westphalia (1648)

Read the excerpt and discuss the questions with your group.
Be ready to share.

1. Who participated in the Thirty Years' War?
Holy Roman Empire & its allies verses France & its allies

2. What caused the war?
Discord and civil distrations in the HRE

3. How was the religious base of society
Intro involes the Trinity and aims to create a Christian peace

4. What rights were given to the states of the HRE by the treaty?
Ecclesiastical rights, free exercise of power and military protection within their territories

5. What provisions were made for the military?
Unauthorized armies were to be disbanded, each state could have a military for their own protection

| | Goals | Success |
|----------------------|---|---|
| Emperor Ferdinand II | Restore unity of the HRE Eliminate Protestantism | Failed |
| Gustav Adolphus | Crush Catholics, unite Lutherans and Calvinists Maybe become HRE | HR Emperor was weakened, but Protestants were not united |
| Cardinal Richelieu | He wanted to crush the Hapsburgs, fearing their aggression | Threat of Fr. encirclement was lessened, Hapsburgs weakened |

- * The peace conference opened in Münster and Osnabrück in December 1644.
- * Involved more than 190 states, thousands of diplomats
- * First months were spent arguing over who would sit where
- * Took 10 days to send a message to Paris and more than 20 to send one to Madrid or Stockholm
- * A SLOW process



Terms

- * French Cardinal Mazzerin was the primary architect
- * Peace of Augsburg was reaffirmed with Calvinism added to the mix
- * Christians of a faith other than their prince could worship freely in private



Coins commemorating the Peace

Territory

- * Dutch Republic and Switzerland independence
- * German states granted the right to make treaties and alliances
- * Left Hapsburg Spain isolated to continue war with France until 1659, when it lost part of the Spanish Netherlands and some of northern Spain



Major Significance

- * Curtailed the role of the Church in state matters
- * Established the sovereignty of states important in international affairs today
- * Ended intervention in matters of religion - the last of the religious wars in Europe



PEACE OF WESTPHALIA - BY BORDAS2627



WWW.TOONDOO.COM



Ch. 15 Smartboard lessons.notebook

7. What were the political, religious, and economic consequences of the Thirty Years' War in Europe?

| <i>Political</i> | <i>Religious</i> | <i>Economic</i> |
|---|--|--|
| <i>Treaty recognized the independence of more than 300 German princes, reconfirming the emperor's limited authority</i> | <i>Peace of Westphalia recognized Calvinism, along with Lutheranism and Catholicism, as permissible in the HRE. North remained mostly Protestant, and the south Catholic</i> | <i>Nearly 1/3 of urban and 2/5 of population died. Agriculture suffered, many small farmers lost their land to nobles, who enlarged their estates and consolidated their control</i> |

**Homework: Ch. 15-2 French
section only (stop after 22),
Finish for Wednesday**

Absolutism

Entrance task: Think: What gives a person power over you?

What type of power would absolute rulers have over their people?

Today: Absolutism in France

Homework: Review Ch. 15-2, Finish for Wed.

The Absolute State

- monarchs ruled by divine right
- sovereignty = the ruler
- regulated religious sects
- abolished some liberties
- allied with nobility

The Absolute State

- solution to economic problems was the key to the monarch's power and success
- bureaucrats served the king, not themselves
- permanent standing army
- secret police

Henry IV r. 1589-1610



Henry IV



Duke of Sully

- first to establish the **Bourban** family
- began to curtail privileges of the French nobility (**the paulette**)
- Protestant but converted to Catholicism in 1593 because, "Paris is worth the Mass."
- issued the **Edict of Nantes**
- the **Duke of Sully** – finance minister – revived royal authority
- collected taxes to pay for a standing army, consolidated justice, repaired roads, encouraged new business ventures, kept the peace
- Assassinated in 1610 & succeeded by his 9-year-old son (Louis XIII)

Louis XIII r. 1610 – 1643



- King at age 9
- French nobles and the Huguenots tried to press for their own interests at the expense of royal authority
- **Marie de Medici**, the queen mother, engaged the assistance of **Cardinal Richelieu** to serve as Louis' chief minister in 1628

Cardinal Richelieu

- Richelieu reduced power and influence of nobility
- destroyed fortified castles
- established 32 districts run by **intendants** to enforce royal orders and weaken the nobility in the district
- deprived Huguenots of fortified cities





Cardinal Richelieu

- led France into the **Thirty Years' War** in support of **Protestant cause** in order to defeat its Catholic Habsburg rivals who ruled Austria and Spain
- only one law – the king's



Louis XIII

Louis XIII

Mazarin



- By 1648, France was the most powerful country on the continent
- **Cardinal Mazarin** succeeded Richelieu and continued the same policies
- the **Fronde** – 1648-1653 protests – began in provinces as civil wars against taxation and growing royal power, frightening young Louis XIV (Louis XIII died in 1643)



Richelieu

Louis XIV



Became king at age 4 after the death of his father, Louis XIII in 1643

Louis' mother, **Anne of Austria** served as the regent, but Cardinal **Mazarin** was the real ruler of France until his death in 1661

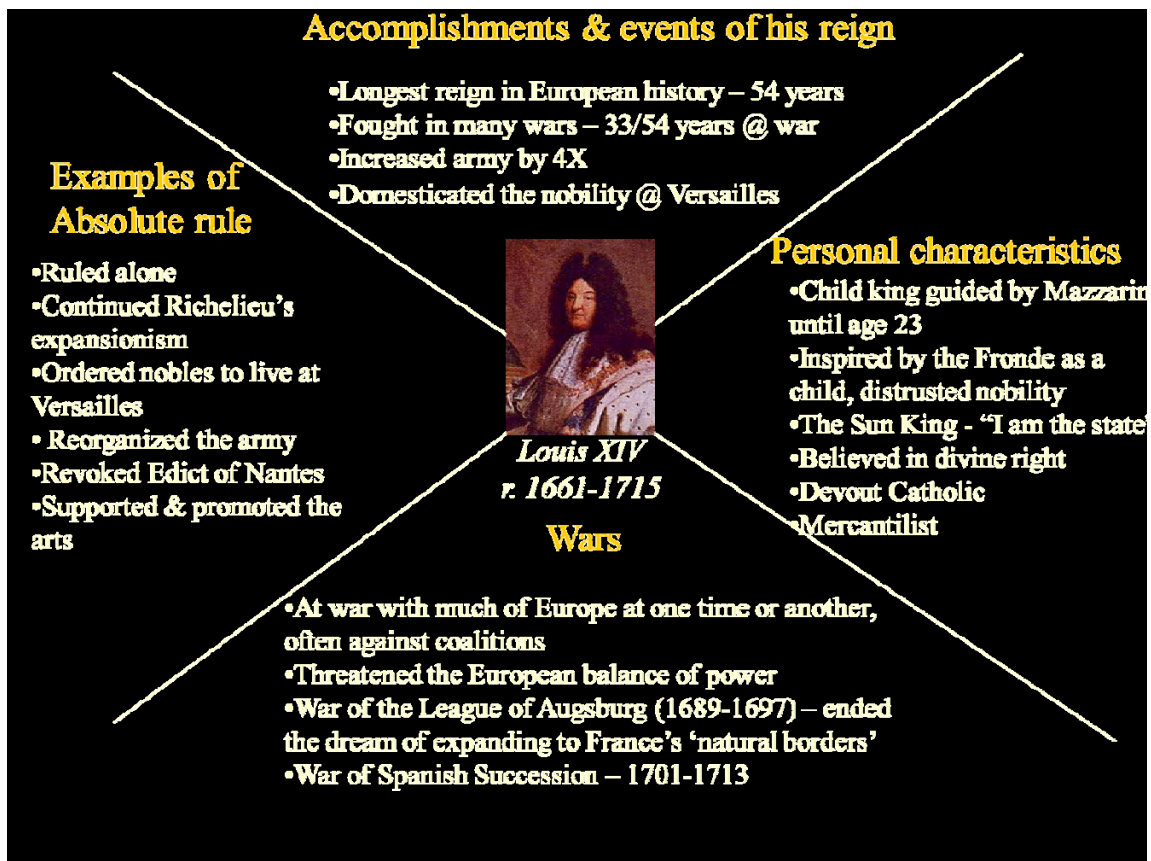


Louis XIV



“The Sun King”

r. 1643 - 1715



Personal Characteristics

“*L’état, c’est moi*” - “I am the state”—Louis used this expression to describe his role

What does this say about his view of himself?

Extravagant lifestyle—Louis XIV spent royal money on lavish meals, clothing and palaces

Every morning, his nobles would be waiting to dress him when he awoke. If a noble was not there, Louis XIV considered him unimportant

Louis XIV r. 1643-1715

- represented the height of absolutism
- claimed to rule by divine right – the Sun King
- countless wars left France deeply in debt and eventually to the collapse of the French monarchy in the 18th century
- kept enemies (nobility) close at hand at Versailles
- established councils of upper middle class
- never called the Estates General
- Louis XIV **revoked Edict of Nantes** in 1685

Events of His Reign

- ✧ Peace of Westphalia in 1648 officially ended the powers of the Holy Roman Empire
- ✧ Louis then began increasing his central control of the government
- ✧ Tried to make France economically self-sufficient with the help of **Jean Baptiste Colbert** (minister of finance)
 - ◆ Gave government support to French companies
 - ◆ Encouraged Mercantilism (people moved to Canada to provide fur for manufacturing and a market for goods)



J.B. Colbert

Accomplishments

- ➡ Appointed **intendants** to collect taxes, recruit soldiers and administer royal policies
- ✦ Taxed businesses, promoted trade and established high tariffs to promote his government
- ✦ Reorganized the French army and increased its size to 400,000 troops
- ✦ Encouraged the exploration and settlement of Canada in order to give France more territory

✦ **Palace of Versailles**

- ◆ Louis made Versailles the center of his government (12 miles from Paris)
- ◆ Most of the French nobles lived with him at Versailles
- ◆ Why do you think Louis XIV required most of the nobility to reside at Versailles?
- ◆ What was Louis' purpose in building the palace so luxuriously?

✧ In order to accomplish all of these things, Louis XIV spent enormous amounts of money

- ◆ By the end of his reign in 1715, the debt of the Royal family was about 2.1 trillion dollars

✧ Are expenditures an example of absolutism?

✧ Increased interest in the arts

- ◆ Danced the title role in the ballet, *The Sun King*
- ◆ The purpose of art changed since the Middle Ages and the Renaissance
 - What was the new purpose of art?
 - ◆ To glorify the monarch

Louis XIV's Absolute Qualities

✦ Which of the notes on your pictograph qualify Louis XIV as an absolute monarch?



The dark purple lines denote the French governments in 1700. The governments were military commands of provinces and had little meaning as regards the administration of France. They more or less equaled the provinces. These had their own laws and institutions and were the internal borders in the minds of the French. The provinces were destroyed by the revolution. They were replaced by départements and later régions, which are chosen by universal suffrage since 1989. Some regions overlap the provinces, and some don't. All this can be confusing for tourists.

The French borders are those of 1700. Changes caused by the Peace of Utrecht are marked with grey striped lines. There were losses in Flanders & Hanau and in the Dauphiné. France gained the valley of Barcelonnette and the principality of Orange. The settlement with the Duke of Savoy is further clarified by marking the passes in the Alps with small parallel lines. France lost control of the only two passes which were on its territory.

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The Palace of Dreams

Absolutism

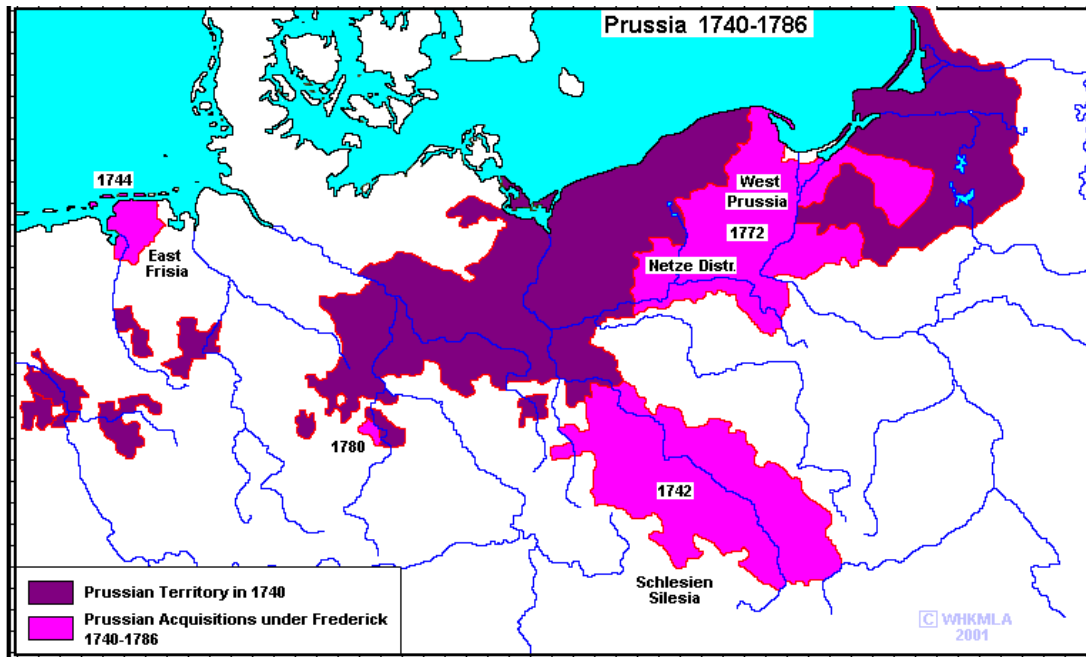
Homework: Review Ch. 15-2, Finish for Wed.

AP European History

Entrance task: Get out your sheet from yesterday

Today: Enlightened monarchs

Homework - Ch. 15-3



Frederick William - r. 1640-1688

The Great Elector



Prussia attained its greatest importance in the 18th and 19th centuries. During the 18th century, it became a great European power under the reign of Frederick the Great (r. 1740-1786)



PRUSSIA
Hussar of the 2nd Hussar Regiment (von Zieten's), 1762
Hussar of the 7th Hussar Regiment (von Malschowski's) securing the pulser, 1762
Hussar of the 1st Hussar Regiment (von Klein's), 1762
Hussar of the 7th Hussar Regiment (von Malschowski's)



PRUSSIA
Cuirassier of the 11th (Jung von Platen's) Dragon Regiment, 1762
Cuirassier of the 2nd Cuirassier Regiment (Prince of Prussia's), 1757
Cuirassier of the 8th Cuirassier Regiment (von Seydlitz's), 1762
Cuirassier of the 11th Dragon Regiment (Jung von Platen's), 1762
Mounted Cuirassier of the 11th (Jung von Platen's) Dragon Regiment, 1762



Frederick II - *The Great*: Essay on Forms of Government

1. What characteristics should an effective ruler possess?
2. According to Frederick the Great, from where does the right to rule originate?
3. What does Frederick the Great see as the responsibilities of a ruler?
4. Based on this information about Frederick the Great, write a definition of an *Enlightened Monarch*.

Video clip - 6:09

Characteristics of an effective ruler

- * know the people, resources, and commerce
 - * honesty, wisdom
- * good with the people's money
 - * hardworking
- the First servant of the state
- * the head to the body (people)

The source of power?

Responsibilities of a ruler?

- * the judge, general, financier, leader
- * must act in the best interest of his people

What is an Enlightened Monarch?

A ruler who puts their country before their beliefs and their needs.

Someone who rules as a man looking out for his country and people, not looking out for just his own benefits.

The essence of a perfect person who rules with his subjects using good manner all for the sake of their country.

A ruler whose first priority is taking care of the people.

A ruler that puts his country and people first and does not believe he rules by divine right and rules responsibly.



AP European History

Homework - Ch. 15-3





Absolutism in Eastern Europe

Entrance task: Defend or refute the following statement:

Absolutism in France was much different than that in Prussia.

Today: Document analysis

Homework - Review Ch. 15 1-2-3
Ch. 15-4 due Tuesday

Absolutism in Prussia

- **Frederick William, the Great Elector**
(r. 1640-1688)
- **Frederick I, the Ostentatious**
(r. 1688-1713)
- **Frederick William I, the Soldiers King**
(r. 1713-1740)
- **Frederick II – the Great (r. 1740-1786)**

Absolutism

- * Imposed and collected taxes without consent
- * Maintained an effective bureaucracy
- * Maintained permanent standing armies
- * Conducted international relations



Frederick the Great
1740-1786





Primary Source Document Analysis

Read docs and discuss
with your group



Homework: Review **Ch. 15 1-2-3** **Ch. 15-4 due Tuesday**



Absolutism in Russia



Peter the Great

Entrance task: Think – what traits did both Peter the Great and Louis XIV share?

Today's topic: Peter the Great and absolutism in Russia

Homework – Review



Info from readings

- What did Peter do for Russia?
- How did he rule?
- Major accomplishments?
- Methods of modernization
- Failures?



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Russia under Peter the Great





Baroque architecture & absolutism

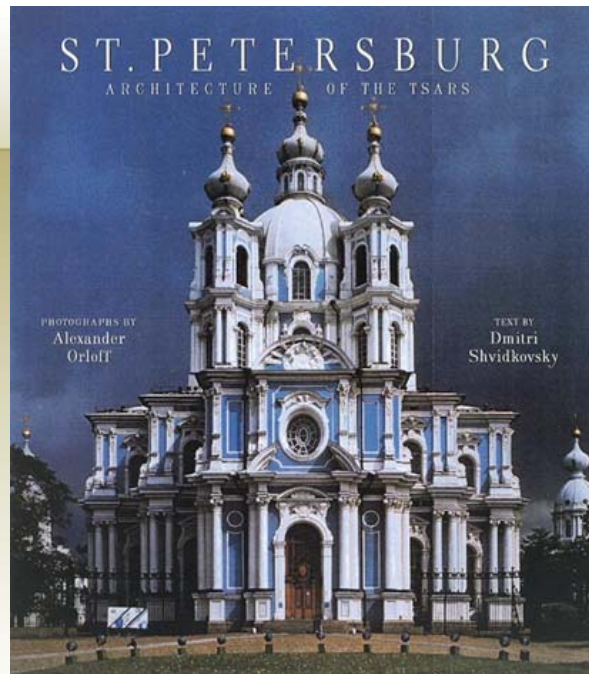
- Royal palaces
- Catholic influence (Counter-Reformation)
- Intended as a visible statement of the wealth and power of the Church
- Intended to awe the people
- Baroque – dramatic, emotional style
- Decoration became more important and elaborate, and spaces became more complex, their impact highlighted by the dramatic use of light and shade

Versailles – Hall of Mirrors





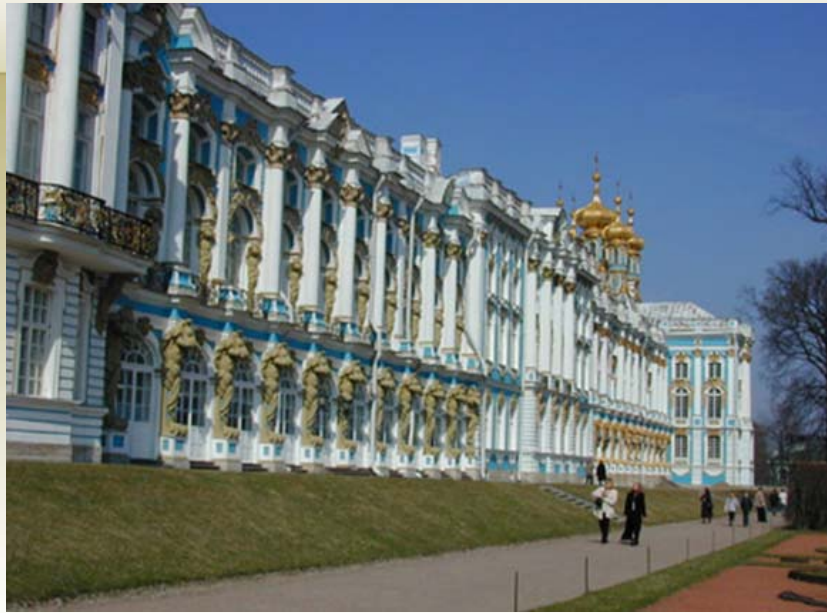
St. Petersburg,
one of the largest and
most influential cities
in 18th century Europe



The Winter Palace at St.
Petersburg



Catherine The Great's Palace in Pushkin (1756)

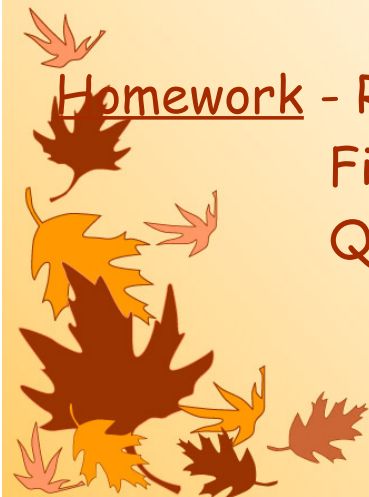


AP European History

Entrance task: Find a seat and relax

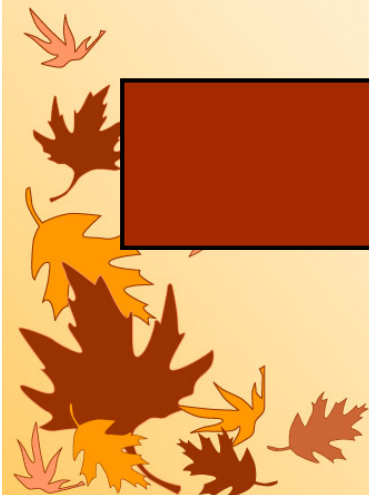
Today: Constitutionalism in England

Homework - Reading on English Bill of Rights
Finish Ch. 15-5 for Monday
Quiz tomorrow on sections 4-5

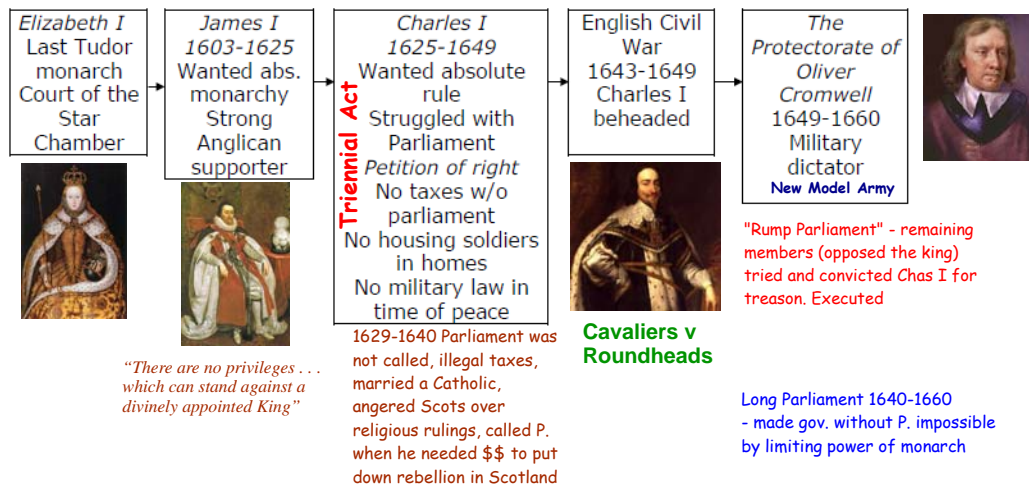


Constitutionalism

a form of government in which power is limited by law and balanced between the authority and power of the government and the rights and liberties of subjects or citizens



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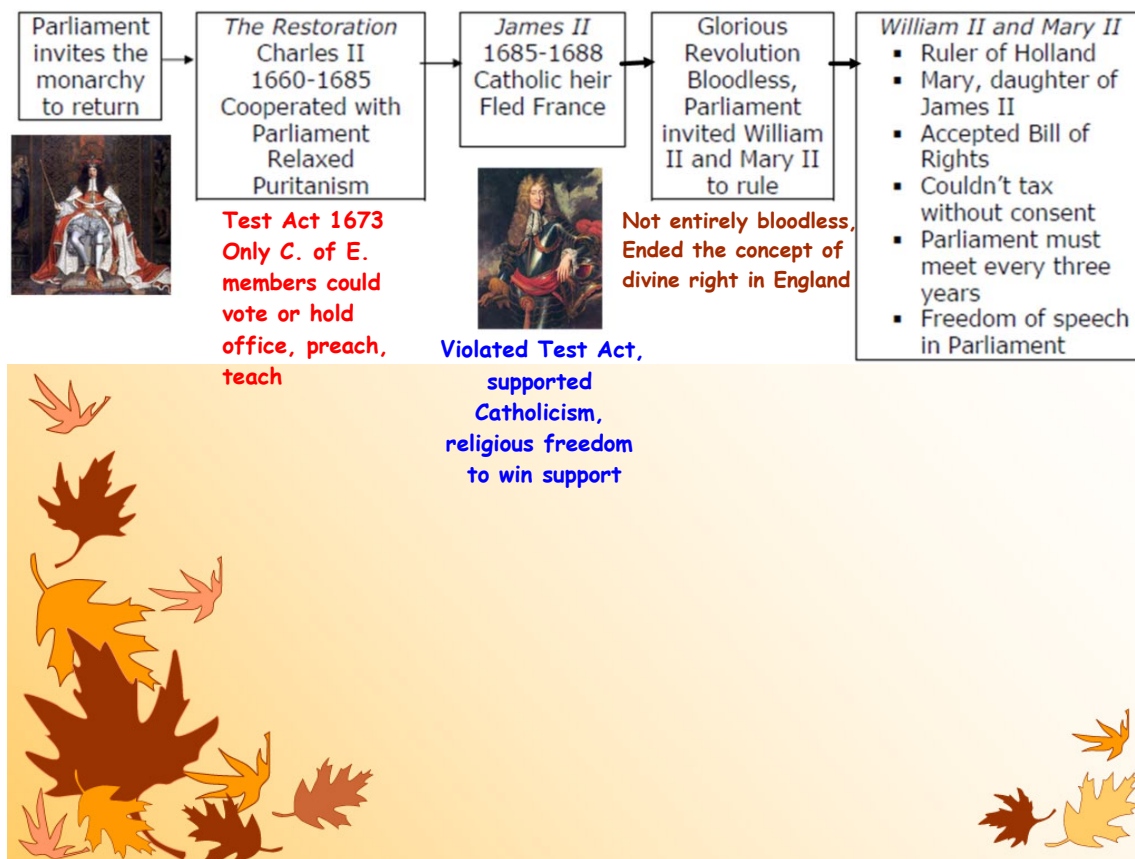


Life under Cromwell



- * military dictatorship
- * Instrument of Government 1663
- * banned Catholicism in Ireland, the beginning of a long hatred between Ireland and England
- * strict Puritanical rule
- * mercantilism - Navigation Acts
- * welcomed Jewish immigrants

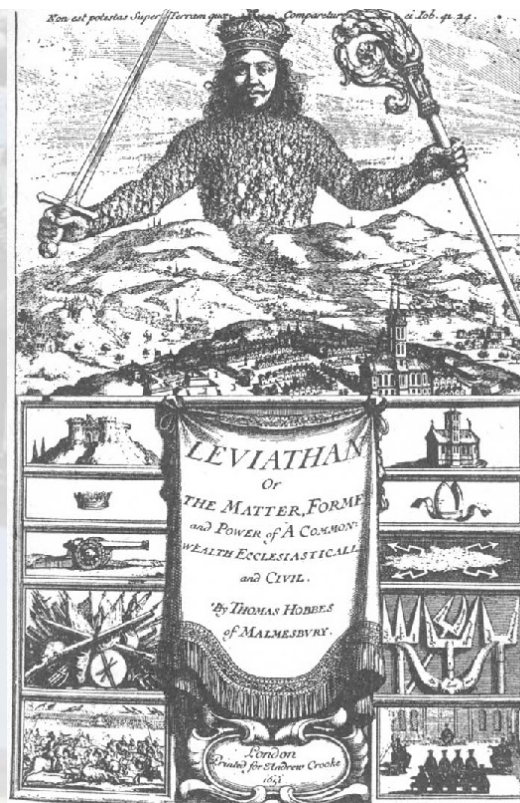
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Leviathan

By Thomas Hobbes

- * Written during the English Civil War and published in 1651
- * Viewed with the same historical significance as *The Prince*



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Non est potestas Super Terram quae
Comparetur ei. Iob. 41 . 24

*There is no power on earth to be
compared to him.*
Job 41:24



Earthly power

Power of the Church

Castle
Crown
Cannon
Weapons
Battlefield



Church
Mitre (bishop's hat)
Excommunication
Logic
Religious courts

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The Sovereign holds symbols of both the state and church and his body is comprised of the people, representing the state.



Main points of *Leviathan*

- * Life without government would be chaos
- * People should enter into a *social contract* with a leader who will provide order
- * The contract is permanent - once a leader is given absolute power, that contract cannot be broken.
- * He supports an **ABSOLUTE MONARCHY**

John Locke -

- * *Second Treatise of Civil Government* (1690)
- * Believed that government was a contract between the ruled and the ruler
- * Power to govern came from the consent of the people
- * Ruler must protect the *natural rights* (life, liberty, property) of the people
- * If and when the gov. fails to do this, it should be overthrown.
- * He supports a **DEMOCRATIC GOVERNMENT**

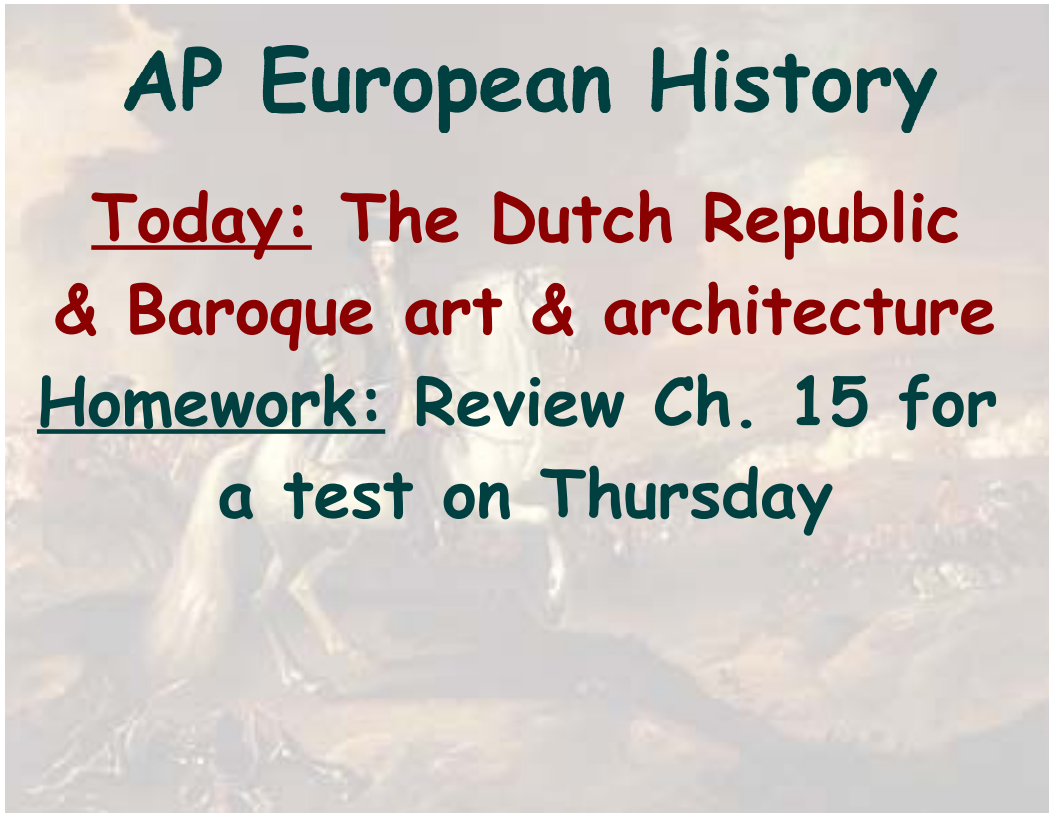
AP European History

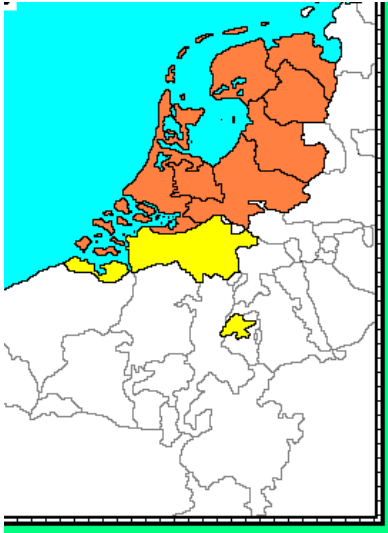
Homework - Reading - *English Declaration of Rights*



AP European History

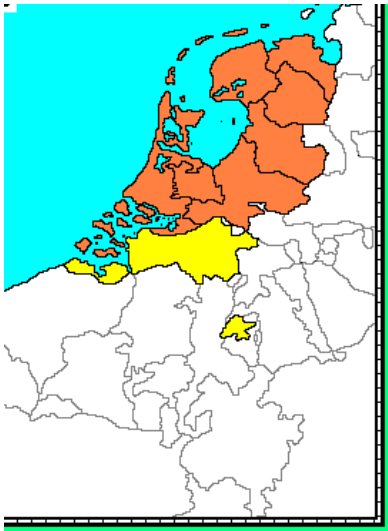
Today: The Dutch Republic
& Baroque art & architecture
Homework: Review Ch. 15 for
a test on Thursday





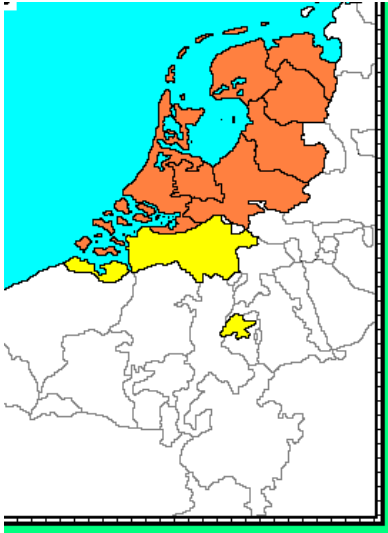
17th c. Dutch Republic

- * Seven provinces (the Netherlands) were governed by assemblies of wealthy merchants (Estates)
- * States General - a federal assembly ran foreign policy, appointed a rep (stadholder) in each province.

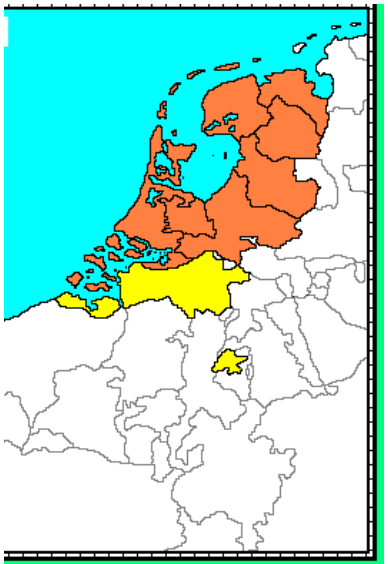


17th c. Dutch Republic

What was life like in the Dutch Republic? Why?



17th c. Dutch Republic
Why were the
Dutch
so prosperous?



17th c. Dutch Republic

- * Calvinism
- * Commercially successful
with more than half ships in
Europe & highest standard
of living in Europe
- * Practiced religious
toleration

Baroque architecture & absolutism

- Baroque – dramatic, emotional style
- Royal palaces
- Catholic influence (Counter-Reformation)
- Intended as a visible statement of the wealth and power of the Church and intended to awe the people
- Decoration became more important and elaborate, and spaces became more complex, their impact highlighted by the dramatic use of light and shade



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Russia



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Prussia



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Peter Paul
Rubens
*Daniel in the
Lions' Den*



1628

The Annunciation



AP European History

Homework: Review Ch. 15

Test on _____

Video on baroque

7 min.


Talking Heads Day


Entrance task - Think of two historical people you'd like to see have a conversation.


Today - Talking heads activity


Homework - Review; test _____

Ch. 15 Smartboard lessons.notebook

|  | | |
|--|---|---|
| Issue | Locke | Hobbes |
| Human nature | Man is by nature a social animal. | Man is not by nature a social animal, society could not exist except by the power of the state. |
| The state of nature | In the state of nature men mostly kept their promises and honored their obligations, and, though insecure, it was mostly peaceful, good, and pleasant. He quotes the American frontier and Soldania as examples of people in the state of nature, where property rights and (for the most part) peace existed. Princes are in a state of nature with regard to each other. Rome and Venice were in a state of nature shortly before they were officially founded. In any place where it is socially acceptable to oneself punish wrongdoings done against you, for example on the American frontier, people are in a state of nature. Though such places and times are insecure, violent conflicts are often ended by the forcible imposition of a just peace on evil doers, and peace is normal. | "no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short." |



|  <h1>Locke & Hobbes</h1> | | |
|--|--|---|
| Knowledge of natural law | Humans know what is right and wrong, and are capable of knowing what is lawful and unlawful well enough to resolve conflicts. In particular, and most importantly, they are capable of telling the difference between what is theirs and what belongs to someone else. Regrettably they do not always act in accordance with this knowledge. | Our knowledge of objective, true answers on such questions is so feeble, so slight and imperfect as to be mostly worthless in resolving practical disputes. In a state of nature people cannot know what is theirs and what is someone else's. Property exists solely by the will of the state, thus in a state of nature men are condemned to endless violent conflict. In practice morality is for the most part merely a command by some person or group or God, and law merely the momentary will of the ruler. |
| Conflict | Peace is the norm, and should be the norm. We can and should live together in peace by refraining from molesting each other's property and persons, and for the most part we do. | Men cannot know good and evil, and in consequence can only live in peace together by subjection to the absolute power of a common master, and therefore there can be no peace between kings. Peace between states is merely war by other means. |



Locke & Hobbes

| Issue | Locke | Hobbes |
|----------------------------------|--|--|
| The Social Contract | We give up our right to ourselves exact retribution for crimes in return for impartial justice backed by overwhelming force. We retain the right to life and liberty, and gain the right to just, impartial protection of our property | If you shut up and do as you are told, you have the right not to be killed, and you do not even have the right not to be killed, for no matter what the Sovereign does, <u>it does not constitute violation of the contract.</u> |
| Violation of the social contract | If a ruler seeks absolute power, if he acts both as judge and participant in disputes, he puts himself in a state of war with his subjects and we have the right and the duty to kill such rulers and their servants. | <u>No right to rebel.</u> "there can happen no breach of covenant on the part of the sovereign; and consequently none of his subjects, by any pretence of forfeiture, can be freed from his subjection." The ruler's will defines good and evil for his subjects. The King can do no wrong, because lawful and unlawful, good and evil, are merely commands, merely the will of the ruler. |

Locke & Hobbes

| | | |
|-------------------|---|---|
| Civil Society | Civil society precedes the state, both morally and historically. Society creates order and grants the state legitimacy. | Civil society is the application of force by the state to uphold contracts and so forth. Civil society is a creation of the state. What most modern people would call civil society is "jostling", pointless conflict and pursuit of selfish ends that a good government should suppress. |
| Rights | Men have rights by their nature | You conceded your rights to the government, in return for your life |
| Role of the State | The only important role of the state is to ensure that justice is seen to be done | Whatever the state does is just by definition. All of society is a direct creation of the state, and a reflection of the will of the ruler. |

